



# SEND Teacher TreeHouse School

Job description, 2024

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# Our Story

Ambitious about Autism is the national charity standing with autistic children and young people. We believe every autistic child and young person has the right to be themselves and realise their ambitions. We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

We are proud of our pioneering approach, which started in 1997 when a group of parents set up the TreeHouse Trust to enable autistic children and young people to access the education they need and deserve. Since then, we have increased our reach and impact across the UK.

Despite our many successes, the sad fact is that autistic children and young people still face a lack of understanding of their needs and the right support. Their worlds have been turned upside down by the Coronavirus pandemic, and they need our support now more than ever.

We want to help even more autistic children and young people to improve their quality of life and secure a fulfilling and rewarding future.

## About autism

Autism is a lifelong developmental disability that affects 1 person in 100 in the UK. Autism affects the way a person communicates and how they experience the world around them.

It is described as a spectrum condition because while autistic people share certain characteristics, they have individual interests, needs and preferences.

Autistic children and young people face enormous challenges due to a lack of understanding of their needs.

Some autistic people can live independent lives, but others may have additional needs, including learning disabilities. Early intervention, education and support are critical if autistic children and young people are to learn, thrive, achieve and lead fulfilling lives.

# TreeHouse School

TreeHouse School is a happy and vibrant community where autistic children and young people learn and flourish. Currently, we have 103 pupils on roll aged from infants to sixth formers from across London.

To support these pupils, TreeHouse employs 160+ members of staff, including qualified teachers, behaviour professionals, speech and language therapists, and occupational therapists.

TreeHouse School provides children with the specialist, intensive and integrated support to enable them to learn, thrive and achieve.

All pupils have a diagnosis of autism and have TreeHouse School named in their Education, Health and Care (EHC) plan. The school was inspected by Ofsted in June 2024 and found to be outstanding in all areas, maintaining our rating since 2011.

TreeHouse School is registered with the Department for Education as a non-maintained special school. The school was founded in 1997 by a group of parents of autistic children.

# Job description

|                  |   |                     |   |
|------------------|---|---------------------|---|
| <b>Job title</b> | SEN Teacher   | <b>Team</b>         | Treehouse School                        |
| <b>Job band</b>  | Qualified Teacher Payscale – Inner London MPS + SEN Allowance | <b>Reporting to</b> | Phase Leader                            |
| <b>Hours</b>     | 37.5 hours per week (Monday to Friday, term time only)        | <b>Line manages</b> | HTLA and Specialist Teaching Assistants |

**Approved by: Head of School**

**Updated: November 2024**

## Role purpose

Deliver high quality teaching, learning and emotional regulation support to autistic children and young people. Effectively lead the class team to ensure effective teaching and learning; including accurate and timely reporting and recording, e.g., pupil progress, effective home-school communication, incident/accident reports and emotional regulation support. Work as a part of Transdisciplinary Team in ensuring the efficient and effective running of the class to meet the day to day needs of the pupils, whilst supporting their engagement with learning.

## Key accountabilities and dimensions

- Ensure outstanding teaching and learning across the curriculum for pupils in your class, as a result of effective trans-disciplinary team working and strategies which are underpinned by the Ambitious Approach and autism specific pedagogies.
- Ensure all pupils in your class make good or better progress towards their targets and EHCP outcomes through effective teaching, learning and emotional regulation support.
- Ensure that your own subject knowledge is thorough and is consistent with best practice teaching which includes the teaching of literacy and numeracy. This approach is promoted through excellence of delivery so that pupils access a broad and balanced curriculum which is supportive of their needs and offers challenge for their next steps in learning.
- Ensure that pupils access a timetabled curriculum and lessons are exciting and challenging; inspiring every pupil to develop their skills and knowledge so that they become effective independent learners and achievers.
- Demonstrate knowledge of how autistic pupils learn and engage with learning, and how this informs teaching strategies; regularly reflect on teaching, learning and practice within your own class to evaluate the effectiveness of your teaching and pupils' outcomes.
- Write weekly plans for your class which you are timetabled to teach and/or lead. Share these plans with other adults involved in supporting learning in your class.
- Work with the trans-disciplinary team to ensure education plans are reflective of the pupils' needs and the best outcomes are achieved.
- Ensure that your class team (HLTA and STAs) consistently provide excellent levels of teaching and learning support and follow agreed practices and protocols. This will include safeguarding, health and safety, medication, incident/accident reporting and all

other legal and organisational requirements.

### Meeting Diverse Learning Needs:

- Be able to personalise planning to teach across diverse needs i.e. sensory based to learners at early national curriculum levels i.e. be able to plan 'respectfully for the stage not age'.
- Be interested and open to working flexibly across diverse learning needs, ages and phases.
- Work collaboratively with the trans-disciplinary team to ensure application of autism and social communication needs and appropriate strategies to support pupils with this need. E.g. TEACCH / Positive Behaviour Support Plans / Occupational and Speech and Language programmes.
- Promote curriculum continuity, consistency, personalisation, differentiation and progression; taking into consideration pupils' prior attainment and individual education plans.
- Write and review risk assessments and arrangements for educational visits

### Target Setting and Pupil Progress:

- Use assessment data effectively to set clear lesson objectives, weekly objectives and personalised medium-term targets for all pupils within the class.
- Encourage pupils to be aware of their targets and how to achieve them. Assisting them in tracking their own progress and giving them regular feedback using relevant communication modes.
- Responsible for leading the class team to ensure accurate and timely assessment, recording and reporting of pupil progress; including accurate and appropriate data collection and the use of data collection as an assessment for learning tool.
- Support class staff to make accurate and meaningful assessments; track and report on progress e.g. contribute to Annual and Termly reports of pupil progress and to target setting/review of learning journeys; ensuring these are written to a high standard and completed to deadline.
- Responsible for effectively and timely home-school communication parents and carers are kept informed and updated about their child's progress (and/or any challenges) and about the contribution they can make in supporting their child's learning.
- Accountable for pupils' attainment, progress and outcomes in your class.
- Know and understand how to assess different subject and curriculum areas including statutory assessment requirements.

### Safeguarding and Health & Safety:

- Provide excellence as a teacher within your roles and responsibilities for safeguarding ensuring regular communication with your team and reporting/recording systems are followed in line with the TreeHouse School and Ambitious about Autism safeguarding policies.
- Contribute to writing and review of Communication and Emotional Regulation Passports and Positive Behaviour Support Plans for pupils ensuring that all staff working with pupils in class are aware of and compliant with TreeHouse School policies and guidance

around best practice in relation to Positive Handling and Health and Safety.

- Ensure that the school environment is low-arousal, clutter free, well managed and that resources are used efficiently and safely.
- Ensure accurate reporting and recording by members of the class team of all matters relating to Health and Safety and pupil welfare in accordance with TreeHouse School and Ambitious about Autism policies.
- Ensure that staff in the class team take account of the Mental Capacity Act and Safeguarding and Child Protection policies.
- Ensure that any personal care and/or Health Care plans take account of all TreeHouse School and Ambitious about Autism policies;
- Provide personal care as required (e.g. toileting, nappy changing, feeding) for pupils where necessary.
- Carry out accurate and timely reporting and recording of pupil attendance and punctuality. Ensure that pupil details are kept updated on the school database.

### **Leadership and Management:**

- Ensure staff in the class are effectively led, including line management of the HLTAs and STAs.
- Support staff within your classroom to ensure that pupil progress and quality of life is at the centre of all that we do.
- Lead on the curriculum delivery within your classroom and lead on the deployment of staff within your lessons.
- Ensure effective, timely and supportive agreed interventions are put in place to keep pupils on track, including liaising with other professionals and leading TDT meetings.
- Responsible for the management of the organisation of the classroom including displays, resources, risk assessments and attendance.
- Contribute to school projects and programmes identified to develop the school so that overall aims and objectives are reached.
- Provide lunchtime supervision which may include lunchtime clubs and activities.

### **Spiritual, moral, social and cultural development:**

- Ensure that all pupils in the class access additional learning opportunities including; participation in school events, educational visits and school visitors in order to promote their Spiritual, Moral, Social and Cultural (SMSC) development.
- Organise and maintain a classroom environment which promotes pupils' SMSC development through; displays, a diverse range of teaching materials, PSHCE lessons, classroom routines, paired/small group work and play opportunities.
- Demonstrate an awareness of the SMSC as well as physical development of each child and adapt teaching to support pupils' education at different stages of development.

### **Additional duties**

- Demonstrate a continual commitment to safeguarding and promoting the welfare of

children and young people.

- To uphold Ambitious about Autism policies to protect and safeguard pupils in order to secure their health, safety and wellbeing.
- Demonstrate a continual commitment to the promotion of diversity initiatives and the sharing of best practice in line with Ambitious about Autisms Equality, Diversity and Inclusion policy and procedures.
- Ensure the highest degree of confidentiality and data protection of all materials
- Demonstrate the vision and values of Ambitious about Autism in everyday work and practice, upholding the ethos of challenge and support where all pupils/learners can reach their full potential and maximise their engagement in learning.

This job description is not exhaustive and reflects the type and range of tasks responsibilities and outcomes associated with the role. The post holder will be expected to also complete any tasks, as requested by the Head of School.



# Person specification

| Role and band competencies  | Essential |
|---|-----------|
| <b>Specific knowledge, experience and technical skills</b>  |           |
| 1. Qualified Teacher Status.  | x         |
| 2. Relevant degree.   | x         |
| 3. Special needs qualification or additional training/experience.   | x         |
| 4. Excellent knowledge of the National Curriculum and how it translates into teaching and learning activities for young people with special needs.  | x         |
| 5. Clear understanding of child development, learning and children with SEN and associated special educational needs.   | x         |
| 6. Demonstrable knowledge of excellent practice in terms of; curriculum planning, development, assessment, recording and reporting of pupil progress and outcomes. Including how this might prepare pupils for external examinations, awards or qualifications. | x         |
| 7. Understanding and experience of providing emotional regulation support and using pro-active strategies to reduce dysregulation and behaviours of distress; and/or a commitment to increase own personal knowledge in this area of evidence-based approaches. | x         |
| 8. Good understanding and experience of managing health and safety arrangements in the workplace and off-site/beyond the classroom.   | x         |
| 9. Knowledge of inclusion and the SEND Code of Practice.  | x         |
| 10. Demonstrable understanding of safeguarding and promoting the welfare of children and young people in relation to the role of class teacher.   | x         |
| 11. Ambitious about Autism is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.   | x         |
| <b>personal attributes</b>  |           |
| 12. A passionate, outstanding teacher.  | x         |
| 13. Consistently high expectations of self and others (adults and pupils).  | x         |
| 14. Evidence of excellent interpersonal and communication skills (verbal, written and IT).  | x         |
| 15. Excellent organisational skills; able to balance conflicting priorities.  | x         |

|  |   |
|--|---|
| 16. Physically and emotionally resilient to work in a special needs environment.                                 | x |
| 17. Flexible, adaptable and calm under pressure.   | x |
| 18. Good appreciation of health and safety in the workplace, data protection principles and equal opportunities. | x |
| 19. Good appreciation of health and safety in the workplace, data protection principles and equal opportunities. | x |

# How to apply

| Stage   | Timescale                                    |
|---|--|
| Closing date for applications                 | <b>Tuesday 10<sup>th</sup> of November</b>   |
| Candidates informed of outcome of application | <b>Wednesday 11<sup>th</sup> of November</b> |
| Interviews                                    | <b>Wednesday 18<sup>th</sup> of November</b> |

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion please contact Mehreen Ayub

**Recruitment Officer (Education).**

**Phone:** 020 8815 5159

**Email:** [mayub@ambitiousaboutautism.org.uk](mailto:mayub@ambitiousaboutautism.org.uk)

## Equal opportunities monitoring

*Ambitious about Autism is fully committed to equality of opportunity and diversity and we warmly welcome applications from all suitably-qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability, or age. All applications will be considered solely on merit.*

*Ambitious about Autism is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an Enhanced DBS check.*



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We believe every autistic child and young person has the right to be themselves and realise their ambitions. We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

## Contact us

### TreeHouse School

The Pears National Centre for Autism Education  
Woodside Avenue, London N10 3JA

☎ 020 8815 5424 📠 020 8815 5420

✉ [admissions@ambitiousaboutautism.org.uk](mailto:admissions@ambitiousaboutautism.org.uk)

🌐 [treehouseschool.org.uk](http://treehouseschool.org.uk)

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Ambitious about Autism is a registered charity in England and Wales: 1063184 and a registered company: 3375255.

## How to find us

### Public transport

We're a short walk or bus ride away from Highgate and East Finchley Tube stations. Both are on the High Barnet branch of the Northern line. Bus routes 43 and 134 run nearby from Highgate Tube and routes 102 and 234 from East Finchley Tube.

### Travelling by car

Parking is available on our premises if there is space available. Cars should be parked in designated spaces only.

